

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Services to Students with Autism				
Program authority:	Texas Education Code, 29.026 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019			
Application deadline:	5:00 p.m. Central Time, March 8, 2018			Place date stamp here
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 MAR -7 PM 12:06</div>
Contact information:	Amy Kilpatrick, (512) 463-9414, amy.kilpatrick@tea.texas.gov			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
Greater Gulf Coast Cooperative	084908			
Vendor ID #	ESC Region #			
14864	4			
Mailing address	City	State	ZIP Code	
7801 Neville	Hitchcock	TX	77563	
Primary Contact				
First name	M.I.	Last name	Title	
Susan		Bowles	Special Education Director	
Telephone #	Email address		FAX #	
409-316-6546	sbowles@hitchcockisd.org		409-986-5485	
Secondary Contact				
First name	M.I.	Last name	Title	
Lisa		Moody	Special Education Coordinator	
Telephone #	Email address		FAX #	
979-793-4308 ext. 1992	lmoody@hitchcockisd.org		409-986-5485	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Susan		Bowles	Special Education Director
Telephone #		Email address	FAX #
409-316-6456		sbowles@hitchcockisd.org	409-986-5485
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	*See important note for competitive grants	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with autism.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
12.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 084908

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	084908 Hitchcock ISD	Carla Vickroy <i>Carla Vickroy</i>	409-316-6545 cvickroy@hitchcockisd.org	\$532,962
Member Districts				
2.	079906 Needville ISD	Curtis Rhodes <i>Curtis Rhodes</i>	979-793-4308 rhodesc@needvilleisd.com	\$226,942
3.	020910 Damon ISD	Dr. Don Rhodes <i>Dr. Don Rhodes</i>	979-742-3457 drhodes@damonisd.net	\$74,222
4.	020904 Danbury ISD	Greg Anderson <i>Greg Anderson</i>	979-922-1218 Ext. 1001 greg.anderson@danburyisd.org	\$99,295
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 084908			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Greater Gulf Coast Cooperative (GGCC), with members Needville, Damon, Danbury, and Hitchcock Independent School Districts, is applying for the 2018-2019 Services to Students with Autism grant in an effort to build the capacity of their educators, parents, and greater community to support the unique academic and functional needs of the growing population of students with autism. Currently, educators, parents, and community members in these small, rural districts have limited access to both materials and trainings that support the provision of specialized services to students with the most significant autism. This results in a barrier to the implementation of the evidence-based practices that are required for effective instruction and meaningful inclusion. This grant will benefit students with autism by providing critical tools, training, and coaching to educators, parents, and community members thus removing these barriers. The mission of the GGCC school districts emphasizes that by partnering with parents and the greater community to provide superior support services, all students can learn, achieve, and become contributing citizens. This mission reflects the components included in this program: 1) create a structured learning classroom for students with the most significant autism that will serve as a model for ongoing training throughout GGCC; 2) implement evidence-based practices that align with applied behavior analysis and structured teaching in current GGCC special education classrooms and throughout schools in order to increase opportunities for inclusion; 3) create individualized plans that focus on the development of skills that most affect students with autism (e.g., social, communication, behavior, executive function, sensory, and academics) to support transition between grade levels; 4) collaborate with parents and district-based personnel (e.g., bus drivers, police officers) to build their capacity to support students at home and in community settings; 5) provide a summer social skills program that includes students with autism, non-disabled peers, and parents to develop skills that support meaningful inclusion; and 6) incorporate technology to support academic, social, and behavioral success.

In order to develop the budget, the program components were outlined and then staffing needs as well as required materials and training were identified. Materials costs are based on the pricing found on vendor web sites. The amount budgeted for contracted services is based on the number of days that providers are projected to provide services and an average standard daily fee. The amount budgeted for technology is based on prices for equipment found on vendor web sites as well as estimates from technology software providers. The amount budgeted for payroll costs was provided by the GGCC and based on current salary schedules, standard off-duty pay rates, and rates for substitute teachers.

The GGCC demographics indicate that the number of students with autism, as well as the overall special education population, has steadily increased. Additionally, students with the most significant autism in Needville ISD are currently being served in alternative placements through contractual arrangements. The purpose of this grant is to address the barriers that hinder the implementation of effective practices so that the needs of the increasing population of students with autism can be met within the cooperative. The GGCC special education administrators in collaboration with contracted professionals with expertise in the proposed program elements design the needs assessment process, determine its efficacy, and determine needs for updating and changing the process.

Consistent, high-quality management will be ensured in that the program will be monitored by GGCC special education administration and regional education service center personnel. Additionally, the program includes training and ongoing coaching with experts in order to ensure the fidelity of implementation of evidence-based practices.

The program will be evaluated based on: 1) retention of students in GGCC programs, 2) Individual Education Plan (IEP) progress in goals and objectives, 3) parent and staff survey, and 4) evidence-based practice fidelity checklists completed at the beginning, middle, and end of the school year.

This application addresses and answers all statutory requirements in the following ways:

Statutory Requirement 1: The proposed program will, first, implement applied behavior analysis and structured teaching methods that are included in the report, *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder*, provided by the National Professional Development Center on Autism Spectrum Disorders. This

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

report provides the research base for effective practices for instructing students with autism. Additionally, the proposed technology programs include data collection components to monitor use and progress.

Statutory Requirement 2: Student progress will be evaluated through regular data collection on IEP goal/objective progress and by monitoring behavior referrals. Additionally, the proposed technology programs include data collection systems. Baselines will be based on 2017/2018 end of year progress reports and assessments provided by the technology programs.

Statutory Requirement 3: Parental support will be provided by delivering a needs assessment to incorporate substantial feedback from parents of students with autism. This assessment will guide the provision of support that can be delivered via face-to-face meetings, electronic communication, materials sent home, or by other parent preferred methods.

Statutory Requirement 4: Students with autism comprise a diverse group of individuals with unique needs. The evidence-based practices that will be implemented in this program can be individualized to meet the needs of each student. Additionally, this program can be replicated in school districts across the state.

This application answers the TEA requirements in the following way:

TEA Program Requirement 1: This program, first, uses an innovative approach to address the unique functional and academic needs of students with autism by providing not only training but also the ongoing coaching that most effectively supports effective implementation of evidence-based practices. Further, this program emphasizes the use of school-wide supports in order to allow for meaningful inclusion as well as the school-to-home connection that will support students across all environments. Finally, this program includes the creation of a model program that can be replicated across the GGCC and the state.

In regard to removing barriers to the effective implementation of evidence-based practices, this program provides the necessary resources and training that smaller rural districts often lack and that would require hours of travel to attain. This program also emphasizes collaboration with parents and greater district personnel (e.g., police, bus drivers) so that the unique needs of students with autism can be met in all settings.

TEA Program Requirement 2: This program includes social skills instruction that includes non-disabled peers as well as the implementation of school-wide supports to support meaningful inclusion. Not only will students with autism learn functional social skills, but also the increased exposure of peers to the culture of autism will lead to acceptance and understanding.

TEA Program Requirement 3: This program includes collaboration with private providers for training and coaching. Additionally, there will be coordination with district bus drivers and law enforcement in order to provide training on autism awareness.

The GGCC is committed to the ongoing support of the goals outlined in this grant program. The intent is to use grant funds to build the capacity of GGCC educators, parents, and community members so that an environment that is supportive of the unique needs of students with autism is created. As a result, GGCC educators, families, and community members will be able to continue the provision of evidence-based practices to students with autism, thus reducing the need for private consultants and alternative placements. The GGCC has considered the use of this grant's year 2 funds in order to further the ability of schools and families to support students with autism. These plans include 1) expanding the structured learning model to other GGCC districts; 2) collaborating with private providers, higher education, and community members to continue building the capacity of the cooperative and community; 3) providing additional training in topics such as master scheduling, routines-based intervention, and advanced level applied behavior analysis; and 4) providing training to campus administrators on the components of applied behavior analysis and structured teaching and how that relates to the appraisal process. As the cooperative capacity increases, the need for additional funds will decrease, allowing the cooperative to sustain the program.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 084908			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.026, House Bill 21, Section 3, 85 th Texas Legislature, 2017					
Grant period: May 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 429/459		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$212,258	\$	\$212,258
Schedule #8	Professional and Contracted Services (6200)	6200	\$361,216	\$	\$361,216
Schedule #9	Supplies and Materials (6300)	6300	\$190,495	\$	\$190,495
Schedule #10	Other Operating Costs (6400)	6400	\$10,257	\$	\$10,257
Schedule #11	Capital Outlay (6600)	6600	\$159,195	\$	\$159,195
Total direct costs:			\$933,421	\$	\$933,421
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$933,421	\$	\$933,421
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$933,421
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$140,013
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 084908		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher	1		\$57,500
2 Educational aide	2		\$39,500
3 Tutor			\$
Program Management and Administration			
4 Project director/administrator			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Other Employee Positions			
15 Title			\$
16 Title			\$
17 Title			\$
18	Subtotal employee costs:		\$97,000
Substitute, Extra-Duty Pay, Benefits Costs			
19 6112 Substitute pay			\$4,300
20 6119 Professional staff extra-duty pay			\$57,450
21 6121 Support staff extra-duty pay			\$43,500
22 6140 Employee benefits			\$10,008
23 61XX Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs		\$115,258
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$212,258

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 084908		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional Development, provide content related to evidence-based practices	\$15,400
2	Consultation, follow up on implementation	\$11,600
3	Coaching, ongoing in-class coaching and monitoring of implementation fidelity	\$80,400
4	Social Skills Training, summer social skills program	\$32,400
5	Training/coaching, for software program implementation	\$180,000
6	Administrative costs	\$41,416
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$361,216
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$361,216

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 084908		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$190,495
Grand total:		\$190,495

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 084908		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$10,257
Grand total:		\$10,257

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 084908			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	
3			\$	
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Teach Town Meta Play (5 year license)	NA	NA	\$17,925
13	Teach Town Social Skills (5 year license)	NA	NA	\$31,635
14	Teach Town Basics (5 year license)	NA	NA	\$109,635
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$159,195

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics of Participants to Be Served with Grant Funds

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	52	4	1:2 – 1:8
K	47	4	1:2 – 1:12
1 st	40	10 (serves all age groups)	Average of 1:6
2 nd	67	10 (serves all age groups)	Average of 1:6
3 rd	59	10 (serves all age groups)	Average of 1:6

COMMENTS

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	8:00-3:30	
Number of days in school year	172	In addition, a summer social skills program consisting of 9 3- hour days will be provided.
Minutes of instruction per school year	76,980	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to determine need, the Greater Gulf Coast Cooperative engages in a variety of processes. First, GGCC staff maintain records documenting the number of students receiving special education services as well as the number of students included in each disability category. Second, student information regarding academic and behavioral progress, student schedules reflecting minutes spent in inclusive settings, and behavior referrals are reviewed. Third, documentation of students served in alternative placements through contractual arrangements is maintained. Finally, requests for external technical assistance support are documented.

Information gathered from the processes described above has indicated a consistent increase in students with autism in the GGCC over the past three years. Given the growth in this area, it is anticipated that these numbers will continue to increase. With this increase in students with autism who present with unique needs comes an increase in the need for services that allow the provision of a free and appropriate public education. This includes, first, the need for a specialized classroom that can support the academic and functional needs of students with autism. Currently, students with the most significant autism are attending schools in alternative settings that have specialized classrooms. The provision of a classroom such as this for GGCC students will allow them to remain on their home campus with their peers.

In order to acquire the skills needed to implement a specialized program for students with autism, there is also a need for ongoing training and coaching for teachers and paraprofessionals. Currently, evidence-based practices are not implemented consistently across special education classrooms. Consistent support in the classroom is expected to increase the fidelity of the implementation of evidence-based practices.

While all GGCC early childhood and elementary campuses will receive support for implementing evidence-based practices in special education classrooms and schoolwide, Needville Elementary has been selected as the site for the new structured learning classroom. This campus was selected because this is the home school of the students currently served in alternative settings. The goal is to return these students to their home campus.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Establish a structured learning model classroom in Needville ISD.	Grant funding will allow for the start-up of a model classroom in Needville ISD. This would allow all districts in the cooperative to observe the classroom, apply what they learned in training, and then return to implement in their district.
2.	Ongoing professional development accompanied with coaching and training delivered by private providers with specialized experience.	Grant funding will allow for the ongoing training and coaching that is required to establish a successful structured learning program not only in Needville ISD but in all districts served by the Greater Gulf Coast Cooperative.
3.	Qualified teachers and paraprofessionals to staff classrooms.	Grant funding will allow for the initial hiring of qualified personnel to fully staff a structured learning classroom in Needville ISD.
4.	Supplies and materials to adequately support a structured learning classroom.	Grant funding will allow for the purchase of supplies and equipment to start up a specialized program and to implement evidence-based practices in classrooms across the cooperative.
5.	Generalize skills learned by students to home and community.	Grant funding will help ensure parent support in the form of information, workshops, and trainings which will be available for all districts within Greater Gulf Coast Cooperative. Additionally, a summer social skills program will extend the school year and allow students to practice social skills with peers.

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Schedule #14—Management Plan

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Special Education Teacher	Bachelor's degree from accredited university; valid Texas teaching certificate with required special education endorsements for assignments; knowledge of special needs of students in assigned area; knowledge of Admission, Review, and Dismissal Committee processes and Individual Education Plan goal setting process and implementation; knowledge of how to adapt curriculum and instruction for special needs; one year teaching or approved internship
2.	Paraprofessional	High school diploma or GED; valid educational aide I certification from the TEA; Associate's degree or higher or two years of college or successful completion of local paraprofessional exam; CPI training; ability to work with children with disabilities; ability to follow verbal and written instructions; ability to communicate effectively; knowledge of general office equipment
3.	Contractor	Master's or doctoral level degree from accredited university; minimum of 5 years of experience consulting in educational settings with students in the assigned area
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Create new structured learning classroom	1. Hire staff	05/01/2018	07/01/2018
		2. Provide initial training	07/01/2018	08/10/2018
		3. Prepare materials	07/01/2018	08/24/2018
		4. Set up classroom	08/01/2018	08/24/2018
2.	Provide social skills summer group	1. Identify provider	05/01/2018	05/31/2018
		2. Recruit participants	05/01/2018	06/01/2018
		3. Implement social skills group	06/01/2018	07/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
3.	Improve fidelity of implementation of evidence-based practices	1. Provide initial training	07/01/2018	08/10/2018
		2. Provide weekly coaching to new classroom	09/01/2018	05/31/2019
		3. Provide monthly coaching across GGCC	09/01/2018	05/31/2019
		4. Complete fidelity checklists	09/01/2018	05/31/2019
4.	Increase school-to-home connection through parent support	1. Provide initial parent meeting, needs assessment	06/01/2018	06/30/2018
		2. Provide monthly parent informational meetings	09/01/2018	05/31/2019
		3. Provide monthly support in homes	09/01/2018	05/31/2019
		4. Conduct final meeting to debrief on effectiveness	05/01/2019	05/31/2019
5.	Replicate the structured learning classroom across the GGCC	1. Prepare materials	06/01/2019	06/30/2019
		2. Replicate in Hitchcock ISD	07/01/2019	08/15/2019
		3. Replicate in Danbury ISD	07/01/2019	08/15/2019
		4. Replicate in Damon ISD	07/01/2019	08/15/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Attainment of goals and objectives is monitored through the use of progress reports that are distributed at each grading period. Each campus has a lead special education teacher or case manager who oversees this process and ensures that either progress is being made or that an ARD meeting is scheduled to discuss viable options. Assessment personnel are also available to all campuses to discuss and make suggestions to improve students' progress. A special education coordinator and assistant coordinator are also available to ensure progress reports are completed and that all legal requirements are being met. Teachers are required to collect ongoing data that are reported back to the parents as well as shared with the ARD committee which demonstrates the students' progress. The lead special education teacher or case manager discusses information with parents as needed. The case manager also distributes all information to teachers and administrators to ensure a successful program for each student.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Region 4 Education Service Center has been contacted for technical assistance and guidance. In addition, staff from the GGCC districts have attended various trainings at the service center. The cooperative has purchased and is currently using the Unique Learning System as the alternate curriculum for those students with autism who do not access the general education curriculum directly. This is a technology-based instructional program that includes data collection and IEP support, and is structured according to the students' present levels.

Building a program and services for students with autism requires coordination of all stakeholders from the superintendent to the classroom teachers and parents. This is an identified need expressed by all four districts and a goal to which they are committed. Because each district in the cooperative expresses the same needs, this plan is agreeable to all and a program that will be continuously developed.

The grant funds will be allocated for each district according to size, population, and need. In this way, the project is designed to maximize the grant funds and, consequently, build capacity that will sustain the efforts beyond the funding. This preparation is necessary to address the increasing prevalence of autism and will allow the participants to meet these students' needs through the growth this project provides.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Retention of students in home district	1.	Students at alternative placements return to home campus
		2.	Students remain on home campus
		3.	Students demonstrate progress on IEP goals and objectives
2.	Review of IEP progress on goals and objectives	1.	Appropriateness of goals written/no need for ARD committee meeting
		2.	Mastery of IEP goals and objectives
		3.	
3.	Parent needs assessment	1.	Assessment completed at the beginning of the school year
		2.	Documentation of support provided to parents is maintained
		3.	Assessment completed at the end of the school year
4.	Evidence-based practice fidelity checklists	1.	Fidelity checklists completed at the beginning of the school year
		2.	Fidelity checklists completed at the middle of the school year
		3.	Fidelity checklists completed at the end of the school year
5.	Attendance summer social skills program	1.	Students representing all GGCC districts attend the 2017-2018 program
		2.	Increased attendance during the 2018-2019 program
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program-level data for coaching teachers will be collected through coaching logs that document the participating teachers, dates, goals, and progress toward goals. Additionally, consultants will complete fidelity checklists at the beginning, middle, and end of the school year to document teacher progress implementing evidence-based practices. Data for parent support will include documentation of attendance at parent meetings, completed needs assessments, and records listing the supports that are provided to parents (e.g., materials sent home). Attendance records maintained during the summer social skills program will indicate the number of participants served during this program activity.

Student-level data will be collected weekly to document progress on academic and functional IEP goals and objectives. Data collection can include permanent product recording, frequency recording, time sampling, or duration recording (Alberto & Troutman, 2013) depending on the manner in which the behavior specified in the goal/objective must be measured. Attendance is taken each day and these records can be accessed at any time.

Because of the emphasis on coaching, consultants and GGCC staff will directly observe classrooms frequently. This will allow any problems with project delivery to be identified. Additionally, ongoing data collection will reveal any lack of teacher or student progress. This potential problem will be addressed through the review of data to determine the areas that require improvement. Coaching can then focus on these areas.

Another potential problem might be low attendance at parent meetings and at the summer social skills program. If this occurs, it is possible to deliver information to parents through other methods such as email or sending materials home. If there is low attendance during the summer social skills program, collaborating with the consultants who will lead this group to find ways to deliver this instruction and practice these skills during the school day will be considered as a viable option.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The methods and strategies to be used in this program are based upon the findings of extensive research reviews that identify established and emerging evidence-based practices for students with autism (NAC, 2015; Wong et al., 2013). These reports support the use of applied behavior analysis (e.g., antecedent-based intervention, differential reinforcement, discrete trial teaching, extinction, functional behavior assessment, functional communication training, modeling, prompting, reinforcement, task analysis, time delay), structured teaching (e.g., visual supports, structured work systems, schedules), exercise, social skills training, and augmentative and alternative communication devices, all of which will be incorporated as program components.

Additionally, technology aided instruction and intervention is identified as an evidence-based practice while augmentative and alternative communication devices are identified as having an emerging evidence base. iPads, Smart Boards, computers, and various voice output devices will be used to support academic achievement, communication development, and social skills development. This proposal includes the use of Teach Town software programs to support social skills and academic development. Technology devices will also be used as needed to implement other evidence-based practices including social narratives and video modeling. Teachers may also use applications that support data collection.

Finally, the proposed program components of teacher and parent coaching are also based in the research. It has been found that including a coaching component when providing training helps to improve the skills of implementers (Pas et al., 2016). As the fidelity of implementation increases, students' outcomes improve (Durlak & DuPre, 2008).

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection and analysis is integral part of applied behavior analysis and so data will be collected and reviewed during weekly and monthly coaching visits to monitor student progress. Direct observation of operationally defined behaviors included in students' IEPs will be used and data will be collected in a variety of ways to allow for further analysis. Data collection will include methods such as frequency recording, time sampling, and review of permanent products (Alberto & Troutman, 2013). Additionally, coaching will include the setting of student and teacher goals and measurement of progress toward these goals. This will be documented in coaching logs that will be completed at each coaching session. Baseline data for student performance will be established by using end-of-year data collected during May 2018. If a review of this data indicates that this is not sufficient, baseline data will be collected during September 2018. Benchmarked objectives and annual goals identified in students' IEPs will serve as the basis for measurement of progress.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 084908

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parental support and collaboration will be incorporated in the following ways:

- 1) A parent meeting is to be held during the summer of 2018. The purpose of this meeting is to provide information to parents about the program being implemented. Additionally, parents will complete a needs assessment to determine topics of interest, preferences regarding communication, and how they would like to receive support (e.g., parent network meetings, electronic communication, or materials sent home).
- 2) When the new structured classroom is completed, parents will be invited to visit the classroom to learn more about the strategies that will be implemented.
- 3) An emphasis will be placed on building the school-to-home connection. Teachers and paraprofessionals will receive training on methods to support parents to implement evidence-based practices in their homes. In addition to this training, parents of students in the structured learning classroom will have the option to receive a home visit to help implement strategies that have been found to be helpful to their children at school.
- 4) Monthly parent network meetings will be held throughout the cooperative to provide training and discuss topics of interest.
- 5) A parent debriefing meeting is planned for May 2019 to discuss what worked well, what changes might be made to improve the support provided, and suggestions to plan for year 2.

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students with autism comprise a diverse group of individuals with unique needs. The methods to be used in this program reflect and respect this diversity. First, applied behavior analysis methods are used to help individuals attain socially significant outcomes that are personally relevant (Alberto & Troutman, 2013). In other words, the goal is to help students attain outcomes that will help them to live fulfilled lives. Similarly, structured teaching emphasizes a respect for the "culture of autism." The goal is not to change who these students are but to support their inclusion in society by working to expand their skills while also adapting environments to meet their needs and respect their characteristics (Mesibov & Shea, 2016). So while the proposed program will incorporate identified evidence-based practices, these practices will be individualized to meet the needs of each student in order to help them attain individual goals.

The development of this proposal has resulted in a collection of detailed information regarding program components, required staff, suggested training, coaching schedules and documentation materials, extended year social skills programming, and required materials, furniture, and equipment. This will facilitate the replication of this program in any district.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084908

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with autism. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program emphasizes the removal of barriers to the effective implementation of research-based practices. In order to address these barriers, the goal of the program is to build the capacity not only of educators but also of peers, parents, and the larger community. This will be done, first, by creating a structured learning classroom that addresses the unique academic, behavioral, social, communication, and sensory needs of students with autism. This classroom will serve as a model for training and replication. Additionally, components of this specialized program (e.g., behavior support methods, visual supports) will be generalized to other special education classrooms as well as district early childhood and elementary campuses. This will allow all students to benefit from these supports and develop the skills necessary to participate in inclusive opportunities and to transition smoothly between grade levels and schools from elementary through post-secondary settings.

Second, in order to ensure that strategies are implemented with the highest fidelity, this program will not only provide traditional professional development related to meeting the unique needs of students with autism, but also extend beyond this to provide ongoing coaching in the classrooms, which has been identified by GGCC personnel as a critical need. While initial training is an important first step, it is important that this training be supplemented with ongoing support, as it has been found that teachers are more likely to alter their methods of instruction when coaches provide modeling in the classroom (Poglinco & Bach, 2003).

Third, parents might not be aware of the strategies that are successfully supporting their children at school or might not be able to implement these effectively in the home. In order to address the disconnect between school and home that often occurs, this program proposes to provide parents of students in the structured learning classroom the opportunity to have these strategies modeled at home. Additionally, all GGCC parents of special education students will be invited to parent meetings and provided with information regarding strategies to support their children.

Finally, students with autism often are excluded from inclusive opportunities due to social skills deficits, yet teachers often find it difficult to provide this instruction within a busy school day. This program will include a summer social skills program in which students with autism, their typical peers, and parents can participate in order to develop social skills that will facilitate successful inclusion.

Because the emphasis is on building the capacity of the GGCC, it is important to note that GGCC personnel will be involved in every aspect of the program. This will ensure that district personnel will acquire the skills needed to support this program when the grant funding has ended. Additionally, GGCC personnel will also be able to replicate this program throughout the cooperative and provide a model to districts statewide that might also require such a program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084908

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the program will incorporate meaningful inclusion. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This program incorporates meaningful inclusion by addressing barriers to inclusion which are often due to the social skills deficits that students with autism demonstrate. First, it has been reported that communication and social interaction skills, more specifically stating wants and needs (Sansosti & Sansosti, 2012) as well as appropriately initiating peer interaction and responding to others' initiations, are critical for successful inclusion. Social skills instruction will occur not only in classrooms throughout the school year but also during a summer social skills program. This summer program will support the development of functional social skills and also allow for interaction between students with autism and their non-disabled peers. This will benefit all students in that students with autism will have the opportunity to practice skills with non-disabled peers and non-disabled peers will learn more about autism resulting in more positive attitudes towards students with autism (Mavropoulou & Sideridis, 2014).

Educators have also reported disruptive behaviors of students with autism as a barrier to inclusion. They have expressed concerns that these behaviors negatively impact the learning of other students (Sansosti & Sansosti, 2012). This program addresses these concerns in that behavior intervention is a critical component of the proposed program. Strategies to shape functional behaviors will be heavily emphasized in the structured learning classroom and will also be a focus in the existing special education classrooms.

The supports that are found to be helpful to students with autism in special education settings will then be implemented in general education settings to support the inclusion of students with autism. By ensuring that these supports are implemented across schools, students with autism will be provided with a comprehensive environment that meets their needs so that when they participate in inclusive activities they will be more successful. Further, teachers have reported that supports for students with autism are also effective for students with other disabilities and for non-disabled students (Sansosti & Sansosti, 2012). Therefore, the implementation of schoolwide supports will benefit a broader spectrum of students.

TEA Program Requirement 3: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ NA – Program will not coordinate with private or community based providers.

During the first year of the grant, the GGCC proposes to collaborate with private providers and district providers of related services. Private providers will 1) provide training on applied behavior analysis and structured teaching, 2) provide monthly and weekly coaching for implementation of evidence-based practices, 3) assist teachers with preparing materials for and setting up structured classrooms, 4) lead a summer social skills program, 5) support the GGCC to provide parent informational meetings, and 6) provide training on autism awareness to other district personnel such as police officers and bus drivers. Plans to reach out and provide training beyond school districts to the larger GGCC community will be considered for year 2 of the grant. GGCC teachers and personnel will participate and be actively involved in each aspect of the program so that the information delivered by private providers can be continued following the completion of the grant.

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